



## S Kilbourne Elementary

1400 South Kilbourne  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	287 Students	
<b>Principal</b>	Sarah G. Smith	803-738-7215
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

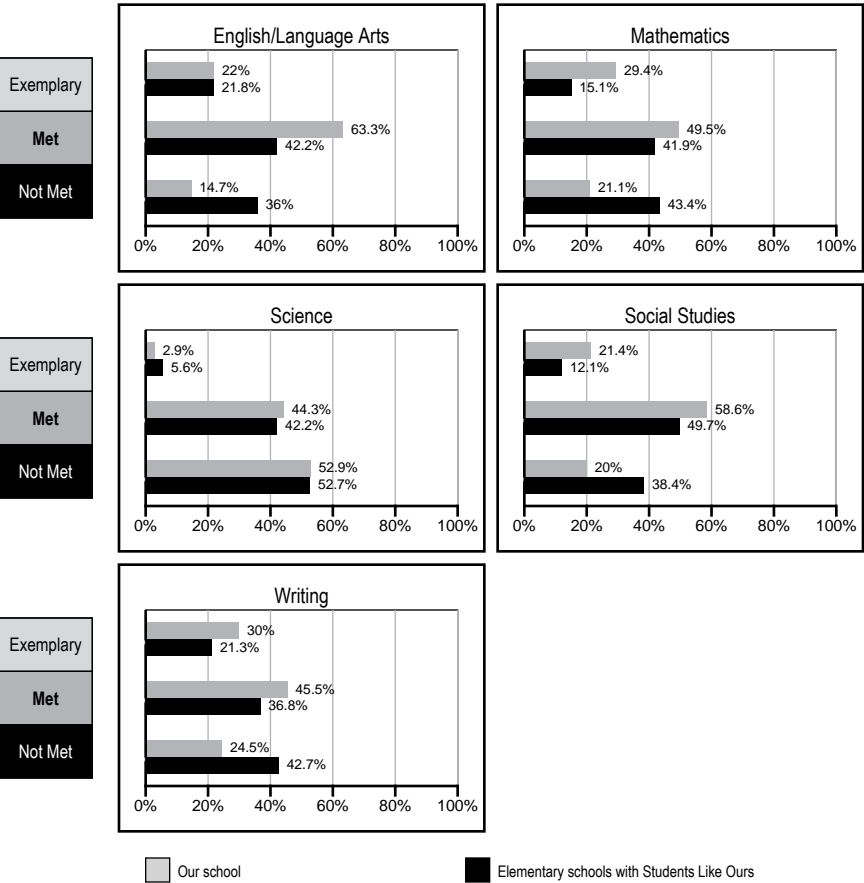
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	60	58	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=287)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.1%	2.5%	1.9%
Attendance rate	96.5%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Down from 6.3%	2.9%	10.0%
With disabilities other than speech	2.7%	Up from 2.0%	7.5%	7.7%
Older than usual for grade	2.5%	Up from 1.7%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	66.7%	Up from 60.7%	57.1%	59.4%
Continuing contract teachers	83.3%	Up from 82.1%	71.8%	80.0%
Teachers with emergency or provisional certificates	4.2%	Up from 3.8%	0.0%	0.0%
Teachers returning from previous year	79.5%	Up from 79.4%	81.7%	85.9%
Teacher attendance rate	94.2%	Down from 95.9%	95.2%	95.1%
Average teacher salary*	\$50,544	Up 3.9%	\$45,857	\$47,149
Professional development days/teacher	8.3 days	Down from 9.0 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 12.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 89.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,397	Up 5.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	77.5%	Down from 79.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	74.5%	Down from 76.6%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

South Kilbourne Elementary is a neighborhood school centrally located amidst a hub of businesses, universities, shops, and restaurants. Our area attracts a shifting, diverse mix of young professionals with growing families, students, short-term residents, and subsidized/public housing participants. Since we have met Adequate Yearly Progress goals for the past six years, we also serve as a school of choice for students not zoned to South Kilbourne.

South Kilbourne's top priority continues to be academic achievement. This year's vision, "Going for the Gold," emphasizes our commitment to support the spirit of our community and provide a quality education for all students. We recognize the importance of an environment that promotes intellectual, emotional, personal, and social growth while preparing our students for success in our ever-changing world.

School-wide best practice academic strategies include literacy emphasized across the curriculum, curriculum assimilation, and recognition and awareness of diverse learning styles. Our Success Maker Lab, which has a full-time lab manager and 25 computers, provides individualized, tiered instruction in English Language Arts (ELA) and math. School-wide ELA strategies include small-group instruction, leveled-texts usage, accelerated reader, and the services of two reading interventionists. Math academic strategies include the use of manipulatives, flexible grouping, and a Math coach to enhance curriculum delivery. Science and social studies strategies include the use of inquiry, exploration, research, and field studies. Additional support comes through collaboration with USC, Midlands Reading Consortium, Midlands Technical College, and community and faith organizations.

Books and Breakfast and Smart Matters are examples of our monthly educational programs designed to involve and educate parents in the growth and development of their children. Our commitment continues to be increased stakeholder involvement and understanding to enhance our mission and maximize the total development of each child entrusted to South Kilbourne Elementary.

Mrs. Sharon Jenkins, School Improvement Council Chairperson  
Sarah G. Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	41	37
Percent satisfied with learning environment	82.8%	87.8%	80.6%
Percent satisfied with social and physical environment	86.2%	87.8%	77.8%
Percent satisfied with school-home relations	53.6%	95.1%	94.3%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	122	100	14.7	63.3	22	92.7	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	66	100	17.5	57.9	24.6	93	74.4	79.3	N/A	N/A
Female	56	100	11.5	69.2	19.2	92.3	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	111	100	15.3	64.3	20.4	92.9	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	25	58.3	16.7	75	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	116	100	14.4	63.5	22.1	93.3	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	122	100	21.1	49.5	29.4	89.9	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	66	100	26.3	36.8	36.8	86	67.8	77	N/A	N/A
Female	56	100	15.4	63.5	21.2	94.2	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	111	100	21.4	51	27.6	90.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	13	100	25	58.3	16.7	83.3	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	116	100	20.2	51	28.8	91.3	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	79	100	52.9	44.3	2.9	47.1	58.1	67.5
<b>Gender</b>								
Male	42	100	45.9	48.6	5.4	54.1	57	67
Female	37	100	N/AV	N/AV	N/AV	39.4	59.1	68
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	74	100	53.8	43.1	3.1	46.2	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	78	100	52.2	44.9	2.9	47.8	49.1	55.1

**Social Studies**

All Students	80	100	20	58.6	21.4	80	65.2	72.3
<b>Gender</b>								
Male	45	100	15.8	60.5	23.7	84.2	63.1	71.5
Female	35	100	25	56.3	18.8	75	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	71	100	21.3	59	19.7	78.7	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	75	100	18.2	59.1	22.7	81.8	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	119	100	24.5	45.5	30	75.5	63.9	70.2	96.5	95.9
<b>Gender</b>										
Male	63	100	33.3	42.1	24.6	66.7	55.8	63.2	96.6	95.7
Female	56	100	15.1	49.1	35.8	84.9	71.9	77.5	96.3	96.2
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	86.2	79.1	95.4	96
African American	108	100	24.2	46.5	29.3	75.8	58	57.6	96.6	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.8	62.6	94.4	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	88.5	94
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	22.3	26.1	96	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	97.5	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	109	100	23.3	46.6	30.1	76.7	56.7	58.9	96.5	95.7

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	45	100	7.9	57.9	34.2	92.1
	4	37	100	22.6	58.1	19.4	77.4
	5	40	100	15	72.5	12.5	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	45	100	23.7	52.6	23.7	76.3
	4	37	100	9.7	45.2	45.2	90.3
	5	40	100	27.5	50	22.5	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	N/AV	N/AV	N/AV	42.1
	4	37	100	38.7	58.1	3.2	61.3
	5	20	100	70	25	5	30
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	23	100	15.8	63.2	21.1	84.2
	4	37	100	3.2	61.3	35.5	96.8
	5	20	100	N/AV	N/AV	N/AV	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	44	100	23.7	42.1	34.2	76.3
	4	34	100	16.1	51.6	32.3	83.9
	5	41	100	31.7	43.9	24.4	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample